**Title**: [title]

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1 Afiliación, lugar.

2 Afiliación, lugar.

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## Abstract

**Objective**: […]. **Material and methods**: […]. **Results**: […]. **Conclusion**: […].

**Keywords**: […].

# Introduction

[…].

[…].

[…].

# Material y methods

## Participants

[…].

## Instruments

### Instrument 1

[…].

### Instrument 2

[…].

## Procedures

[…].

[…].

## Statistical analysis

Data is presented as median (*Mdn*) and interquartile range (*IQR*) for continuous variables; for categorical/discrete variables, the absolute and relative sample size was reported.

A non-parametric approach was used since the underlying distribution of continuous measured outcomes, assessed through analytical and graphical methods, did not follow a Gaussian distribution.

In order assess the differences in developmental scores between males and females, the *Wilcoxon* rank-sum test was used, meanwhile the chi-square test () was used to evaluate the goodness-of-fit () and the independence of factors ().

Generalized additive models (GAM) were used to describe linear and non-linear relationships in the form of smooth terms between developmental characteristics, represented through penalized regression splines (S. N. Wood 2011). Restricted maximum likelihood (i.e., REML) method was used for the estimation of the smoothing parameters, and thin-plate regression splines for smoothing basis, as they are the optimal smoother of any given basis dimension/rank (S. N. Wood 2003). To describe the smooth terms by means of quasi-linear segments, we used approximative effect derivatives to summarise the trend with 95% confidence intervals.

A probability of committing a type I () error of less than 5% (*p* < 0.05), was considered sufficient evidence for statistical significance in hypothesis testing. The *R* programming language was used for statistical computing (R Core Team 2021). GAMs and the corresponding model estimates were computed using the *R* packages *mcgv* and *modelbased* (S. N. Wood 2017; Makowski et al. 2020). Complementary R packages were used for visualization purposes (Wickham 2016; Lüdecke et al. 2021).

# Resultados

From a total of 234 subjects with congenital hypotonia, 94 (40.2%) were females and 140 (59.8%) males ( (1) = 9.04, *p* = 0.003, = 0.19, CI0.95%[0.09, 1]). The developmental characteristics of the sample can be seen in [Table 1](#tab1).

When modelling the effect of chronological age on developmental skills, we found a significant non-linear effect ( (5.08, 227.92) = 14.54, *p* < 0.001), that reflect an averaged negative marginal effect on communication skills ( = -2.33, CI95%[-3.41, -1.25], (227.92) = -4.25, *p* < 0.001), however, this wasn’t true when assessing the direction of the effect in the age range between 1 to 7.6 ( = 0.21, CI95%[-1.03, 1.44], (227.92) = 0.16, *p* = 0.399), and neither in the 18 to 48 months old group ( = 0.44, CI95%[-1.3, 2.18], (227.92) = 0.45, *p* = 0.568), whereas the effect tend to be positive but non-significant.

# Discusion

[…].

[…].

[…].

# Conclusion

[…].

# Acknowledgment

[…].

# Conflictos de interés

[…].

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